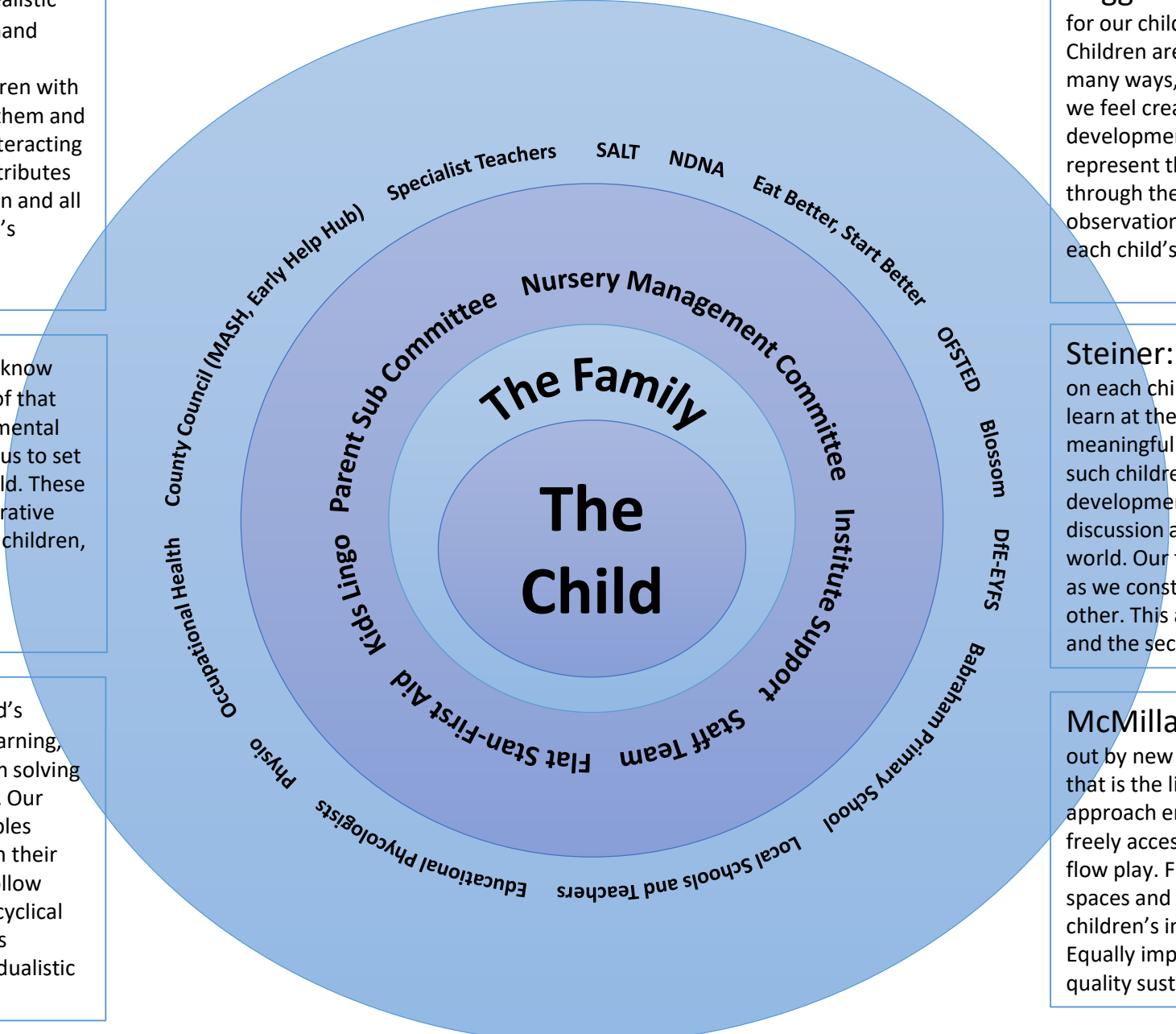


Babraham Nursery Mission Statement

Who are we?



Montessori: Our home from home realistic atmosphere enables children to gain first hand experiences and explore valuable learning opportunities. Our free flow provides children with the opportunity to explore what interests them and mix between rooms, gaining experience interacting with different aged peers, this we feel contributes to children’s successful language acquisition and all round development. Staff react to children’s observed behaviours and respond in an individualistic manner.

Vygotsky: Within nursery we strive to know each child, establishing an understanding of that child’s interests, experiences and developmental level. For us knowing our children enables us to set realistic, yet high expectations for each child. These expectations are nurtured through collaborative play and discussions with adults and other children, and through scaffolding play.

High/Scope: Our staff facilitate a child’s natural desire to explore through active learning, encouraging a child’s curiosity and problem solving skills through positive, shared interactions. Our child led largely natural, environment enables children to be individual decision makers in their play, creating autonomous learners that follow their own interests. Staff observe using a cyclical style of plan, do and review for each child’s developmental journey, ensuring an individualistic experience for every child.-

Reggio: As a nursery we have high expectations for our children and focus on each child’s strengths. Children are encouraged to express themselves in many ways, through self chosen projects in play. This, we feel creates a holistic approach to their development and children are actively encouraged to represent their ideas, thoughts and experiences through their environment. Staff take careful observations using varying methods to document each child’s journey through nursery.

Steiner: Our children come first, with our focus on each child as an individual who needs time to learn at their own pace, with experiences that are meaningful to them. Wellbeing is paramount, and as such children’s spirituality and personal and social development is nurtured through creativity, discussion and opportunities relevant to the real world. Our families play a huge part in this approach as we constantly strive to mutually support each other. This approach fosters our nursery community and the security of children.

McMillan: wrote ‘To move, to run, to find things out by new movement, to feel one’s life in every limb, that is the life of early childhood’, in essence this approach encompasses our vision for our children to freely access all aspects of the provision through free flow play. Freely moving between different physical spaces and play opportunities, whilst adults facilitate children’s individual free expression. Equally important is each child’s need for sleep and quality sustenance within our routine.

Babraham Nursery Mission Statement

‘An inclusive Nursery that provides quality care and education for children in an nurturing, friendly and homely atmosphere; the Babraham Nursery family’

Intent: Our approach to the Early Years Foundation Stage (EYFS), in conjunction with the Characteristics of Effective Learning (CofEL) fosters a holistic, broad and balanced learning environment for every child at Babraham.

- We recognise that there is no limit to a child’s curiosity and interests and we feel that our setting reflects this through our provision and approach to children’s learning.
- Every day children are provided the opportunity to freely explore a multitude of experiences, following their interests through diverse play opportunities and quality interactions children are exposed to holistic learning across each of the EYFS seven areas.
- Staff knowledge of where our children are starting from in their journey with us and an understanding of how children learn, in collaboration with an awareness of each child’s interests instils a sense of fun into our atmosphere and fosters the essence of ‘the thrill, the skill and the will’ into each days activities. We want those moments of awe!
- Consistency across each room as children are exposed to high expectations and age appropriate, yet challenging opportunities naturally creates confident, resilient attitudes to learning and a high self-esteem for each individual. Our children, as a result are always looking towards that next experience or challenge.
- Staff interaction takes a collaborative approach to learning; quality interaction through communication, discussion and encouragement develops resilience, problem solving and self regulation.
- Our Planning cycle of plan, do, review is central to our child led ethos and enable staff to reflect of the provision we provide.
- We recognise that parents are pivotal in providing a successful setting and as such are involved in decision making through the Nursery Management Committee and are also involved in developing events for fundraising through the parent sub-committee. We are committed to fostering a collaborative approach and therefore parents come and share many experiences with us throughout the calendar year.
- We are a diverse setting and recognise that each child and family is unique, we offer the same opportunities but understand that an individualistic approach is essential.

Implementation: Our approach to learning through our environment, routine and interactions nurtures wellbeing and provides individualistic, meaningful learning opportunities.

- Our environment ensures that each area of learning is assured through free flow play, meaningful interactions and dedicated group times for older children. Children are encouraged to assess risk in a safe environment and learn their limits. We have high yet realistic expectations.
- How we know something is meaningful; Home learning observations inform us of what children like and have achieved. There is a similar approach for All About Me forms and the Talking Tree. Learning flows with ideas from children, parents and staff, a small idea can morph into a project.
- Careful observation of children using Blossom enables us to tailor learning to individual children regardless of any particular need.
- Everyday tasks, such as laying the table, eating and toileting are used as a learning opportunity. More specific child led interactions such as playing with Autumn leaves, exploring our mud kitchen, going on a bug hunt or using puppets to tell favourite stories are also essential as children test their current knowledge, learn from each other and through interaction with an adult.
- Equally children gain from adult led opportunities such as cookery activities that develop a healthy awareness of nutrition and mathematical skills through weighing ingredients. Modelling communication, creativity and language is key. Again, our Plan, do review approach enables us to constantly reflect and develop.
- British Values are our Fundamental Values; children are exposed to a consistent experience, where their voice and freedom is valued yet clear expectations are in place. This is achieved through a trained and experienced staff team whom have regular meetings and have support and consistency from the leadership within nursery.
- Our diverse staff team promotes diversity and acceptance, not just tolerance, this fosters all children feeling valued and secure. Our children are multi lingual, have different cultures and faiths, are different ages with different interests. Staff training levels and experiences enables recognition in of quality interaction and are proactive and reactive to children’s needs. ROLE MODELS that MODEL!
- Staff are invested in through training and regular recognition with targeted support given.

Impact: Babraham Nursery has succeeded in making an impact when each child with us has made individual progress from their starting point. Schools often comment that, ‘we know the Babraham Children, they are the confident, and resilient ones, they are just ready’.

- Child led experiences that encourages children to follow their interests and their own agenda, learning in a way best to them, promotes children’s ability for sustained focus and concentration.
- Children immersed in language rich environment, have a broad vocabulary that reflects their experiences. They are autonomous, curious and resilient- STRONG FOUNDATIONS FOR FUTURE LEARNING!
- The implementation of activities, such as creates and awareness of healthy lifestyles.
- Exposure to a variety of experience creates thoughtful, yet adaptable individuals that can articulate their needs, opinions and ideas!
- Children have continued to have that thirst for learning nurtured beyond Early Years, they understand the joy of literacy, music and mathematics from previous, sustained enjoyable experiences.
- Positive experiences that expose children to different ideas and cultures creates a strong sense of self and cultural identity, whilst valuing the and accepting others.
- Clear expectations with positive reinforcement nurtures respect for others and an awareness of what is right.
- Investment in staff only has a positive impact, a valued team is able to give more. Regular training, clear line management and frequent recognition are was to achieve this.